B.C. Farm Employers' Handbook

Book Five

COMMUNICATIONS, PROBLEM SOLVING and DISCIPLINING

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B.C. Farm Employers' Handbook .

Book Five Communications, Problem Solving & Discipline

The B.C. Farm Employers' Handbook is a series of five booklets designed to assist farm managers to effectively manage their human resources.

The books in the series and a brief outline of their contents are as follows:

Book One: Personnel Planning and Regulations
- Deciding to Become an Employer
- The Personnel Planning Process
- Complying with Regulations
- Keeping Records

Book Two: Hiring
- Objectives
- Job Description
- Recruitment
- Interviewing
- Testing
- Checking References
- Making the Selection
- Offering the Job/Advising Unsuccessful Candidates
- Employment Agreement
- Orientation

Book Three: Supervising
- Leadership
- Supervision
- Delegation
- Personal Style
- Special Supervisory Situations

Book Four: Motivating, Evaluation and Training
- Managing for Peak Performance
- Performance Evaluation
- Wages, Incentives, Benefits
- Training

Book Five: Communications, Problem Solving & Discipline
- *Communications*
- *Dealing with Conflict*
- *Disciplining*
- *Dismissal and Termination*

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Introduction

The B.C. Farm Employers' Handbook is written as a guide to farm managers. The book will assist you to recruit better employees; to supervise, motivate and train your employees to achieve maximum performance; and to discipline and fire them should that be required.

Sound human resource management can result in increased productivity, reduced staff turnover, motivated employees and satisfied managers. Use this Handbook to help you achieve these ends.

The Handbook is divided into five books. We don't expect you to read each from cover to cover. Instead, familiarize yourself with the contents, place the books where they can be easily found and refer to them when you have need for specific information.

This is the fifth book in the series. The first book looks at the personnel planning process and offers a guide in deciding how many and what type of employees are required. That book also advises on the regulations about which an employer needs to be aware.

The second book discusses how to hire an employee and describes the 10 steps in the hiring process, starting with defining the job that needs to be done and ending with hiring and orientating the employee.

The third book deals with supervision, one of the key elements in a good employee-employer relationship. Book 3 discusses leadership - what it is, different styles of leadership and the sources of leadership power. The book also discusses supervision skills and delegation skills. It looks at different personal styles and how to deal with these. The book concludes with a look at some special supervisory situations, including supervising family members and temporary or seasonal workers.

The fourth book looks at another key element in a good employee-employer relationship: motivation. The book discusses several tools that managers can use to encourage motivation. One is to create a motivational climate. Another is to provide employees and employers an opportunity to exchange information through performance evaluations. A third is to pay fair wages. And finally, by providing training, managers can enhance the performance of their employees.

This, the last book in the series, discusses communications and problem solving. Good communications can avoid many problems but when conflict or the need to discipline arises, a manager must deal with it. Also discussed is how to approach a task a manager may most dread: dismissing an employee. Conflict and problems are a normal part of managing employees. You probably can't avoid them, but you can manage them.

Communications

Communication plays a major role in the development of an effective working relationship between you, the employer, and your employees. It influences the effectiveness of the hiring and training processes, the motivation of the employee and the employee's willingness to provide you with useful feedback. You must be able to send understandable messages to your employees so they are willing and able to follow the instructions and carry out the tasks.

Communication Skills

Communication exists when both people involved understand what needs to be done and feel good about the process. Ninety per cent of conflicts arise because of miscommunication.

In one-to-one communication, three skills are required. These are listening skills, speaking skills and silent communication skills (use of expressions, gestures, symbols).

Listening Skills:

1. Stop talking. You cannot listen while talking.
2. Concentrate on what the other person is saying.
   - look past the words to meaning
   - watch hands, facial expressions, eyes
   - control your emotions, they impede understanding
   - react to ideas, not the person
3. Respond. If you understand, say so. If you don't, ask for clarification.
4. Good listening is essential to communication - only part of the responsibility rests with the speaker.

Speaking Skills:

1. Giving orders
   - give clear, concise, positive orders as opposed to wishy-washy orders.

- have confidence as opposed to cockiness
- make orders detailed enough to be understood
- follow up
- ask questions designed to make sure the listener understood
- invite participation and discussion

2. Taking orders
   - listen
   - respond
   - carry them out
   - be a willing participant

3. Voicing complaints, objections, disapproval
   - both employer and employee should have this right
   - for both, there are proper times and places
   - a constructive criticizer is an asset; a chronic complainer is a liability.

4. Communicating unfavourable news
   - don't pass the buck
   - do it orally
   - do not delay or avoid the issue
   - start favourably
   - present possible benefits
   - justify unfavourable information
   - allow for freedom of discussion
   - pick the best time for the employee
   - talk directly to the person involved

Silent Communication Skills:

1. A smile, a frown or some other gesture may communicate more than the accompanying words. When speaking, only 7 per cent of the message is in the words; 93 per cent is in body language.

2. Actions speak louder than words

3. Both supervisors and workers soon catch on to someone who says one thing and does another.

4. "Do as I say, not as I do" works only in a completely autocratic situation and is seldom effective.

Tips on Communication

Effective communication starts with a positive and appreciative attitude towards yourself and others. Unless you can respect others as being as worthy of respect as you are yourself, communication that motivates and results in high productivity is almost impossible. If you have such a positive attitude, you'll find the following tips easy to use.

Communication Tips

- "I" versus "you" - "I am upset about..." is more effective than "You make me mad..."
- "We" versus "you" - "Let's do..." is more effective than "You help me do..."
- Request versus order - "Would you please...? is more effective than "You go do..."
- Make sure your body and words give the same message. Body language gives strong messages. It can enrich and emphasize our words. However, if you do not mean what your words say, your body will give a conflicting message. Even if you say "I'm not angry" with your face flaming red and your teeth clenched, no one is likely to believe you.
- Use a variety of tools for communication
  - the staff meeting
  - a bulletin board
  - a suggestion box
  - written documents

Giving Advice

Sometimes an employee may come to you and ask for help in solving a problem. Many managers feel uncomfortable about giving advice to a worker with a personal problem.

What is required is the ability to listen and suggest rather than issue directives. Surprisingly, good advice is not the main thing employees want out of a counselling situation. Often they know what they should do and resent being directed, especially regarding personal problems. Your role is to provide them with a private setting in which to talk and to assist them in getting the help they need.

The main determinants for success in offering advice are empathy, warmth and genuineness.

Work together with your employee in coming up with a solution.

1. Ask the employee to write down a list of possible solutions to the problem.
2. While the employee writes, you also list what you think may be solutions.
3. The employee presents his or her solutions first.
4. You add only those solutions the employee did not mention.
5. The employee rates the various solutions good, bad or indifferent.
6. You then assist the employee to choose the best solution.

Giving Criticism

No one enjoys criticism. Most people don't enjoy criticizing someone else, either, so they often put it off. But criticism can be positive and productive. It all depends on how you do it.

1. **Think carefully before you say anything.** If you are angry or too intent on fixing the problem, you may barge ahead with very little thought. Stop and ask yourself exactly what you want to change and why. What is the best way and time to approach the other person. Remember: be quick to praise but slow to criticize.

2. **Remember that the purpose of criticism should be to help the person improve performance.** You should never criticize to hurt, embarrass, shame or insult. You should never criticize to make yourself feel superior or powerful or to enhance your ego.

3. **Show concern and desire to help.** Make it clear that they will have a chance to improve. Offer specific solutions and directions. It does little good to tell people to do better if they don't know how.

4. **Try your best to affirm and strengthen the person's self-esteem.** Don't say, "That was a stupid move." Say instead, "I know you want to do your best. Have you considered doing it in other ways." Go over the pros and cons of doing a job in different ways.

5. **Don't attack the person.** You can't change a person's attitude no matter how much you might want to. Focus on performance; you might be able to change the person's behaviour.

6. **Always deliver criticism in private, in person.** Never reprimand or criticize an employee in front of other workers. Never issue a written criticism as a first exchange.

If you follow these guidelines for positive criticism, you can give your employee something to feel good about. This kind of criticism is a useful tool, not a callous club.

Staff Meeting

Involved workers are the key to increased productivity. One of the primary tools to involve employees is an effective staff meeting. The staff meeting is an opportunity to report on the general status of the business, to discuss business goals and plans, and to try to solve problems.

When to Conduct a Staff Meeting

- A regular meeting time needs to be set and respected. The meeting should start and end on time - this shows respect for the participants' time.

- When a big change or crisis arises, it may be beneficial to hold meetings more often. During slow times when some staff members are on vacation, meetings can be cancelled.

How to Conduct a Staff Meeting

- Prepare an agenda and share it with the participants prior to the meeting. Participants presenting reports should be notified in advance. Try to eliminate surprises.
- Develop a feeling of respect for each participant in the staff meeting. Encourage their input. For a family farm business, all family members involved in the business should get together.
- Encourage an open exchange of information and ideas but not an unproductive airing of beefs.
- Encourage teamwork.
- Use the staff meeting as an opportunity to establish a personal and earnest relationship with your employees. Promote caring, good will and trust.
- Keep minutes of the decisions made, responsibilities delegated and time frame established.

Where to Hold a Staff Meeting

- In a farm business, the meeting of the management team could be over coffee and rolls in the farm business centre.
- A meeting of the crop production team might begin at the start of the day in the building where the material and crop production records are maintained.
- A meeting of the whole staff should be held in a location that makes everyone feel that "this is important business".

Written Documents

When something is written down, it is more clearly understood by all parties. It is a record that can be referred back to and it can serve as a benchmark for making changes.

Businesses and employees use many types of written documents to communicate, from memo to union contracts.

Some common written documents that a farm employer might use are:

- **Employment agreement**
  - an agreement between the employer and employee that covers wages, hours, vacation time, benefits etc. See Book 2, Hiring, of this Handbook series for more details on an employment agreement.
- **Employee handbook**
  - a document that states the purpose and goals of the business and gives details about the rights and responsibilities of all parties concerned.
- **Housing contract**
  - very important when housing is provided. Such a contract should spell out, among other things, who is responsible for repairs and maintenance.
- **Code of Behaviour**
  - written rules about the standard of behaviour you expect from your employees. See Book 2, Hiring, of this Handbook for more details on how to prepare a code of behaviour.

A word of caution:

Farmers often fear, and with good reason, that when something is stated in writing it may come back to haunt them in the form of evidence in a lawsuit. This is a valid concern so leave out those items you are worried about or check with a lawyer. However, don't let legal concerns prevent you from using relevant documents and the advantages they provide.

Dealing with Conflict

Everyone experiences conflict as a daily reality. Some of these conflicts cause only minor irritation while others provoke more serious consequences.

A manager needs a strategy to resolve conflicts successfully so as to prevent tension or lasting resentment which in turn adversely affects employee morale and productivity.

You will be required to deal with two types of conflicts: conflict which may arise between or amongst your employees and conflict between you and one of your employees.

Whatever the nature of conflict, certain characteristics about conflict seem to hold true.

Characteristics of Conflict

- When conflict arises, the "issue" is not always articulated or clearly understood.
- People in conflict don't always take the time to understand one another's positions.
- When people disagree, their discussions are frequently heated, tense, combative.
- Conflict situations are often avoided, not discussed and resolved.
- Conflicts are sometimes resolved by one person "giving in".
- The effect of conflict on a relationship is frequently negative.

If you are involved in a conflict, keep the following strategies in mind:

- Remain calm. Don't argue or make accusations.
- Listen actively. Check your understanding of what is being said. Try to learn what is important to the other person.
- Use direct communication. State your feelings and what you mean honestly. Avoid manipulating or withdrawing. Deal with issues and behaviour, not personalities.
- Be persistent and consistent in your behaviour. This communicates that you mean what you say.
- Be confident — in yourself and in your ability to deal with others. Remember your assertive rights.

The following steps will assist you to resolve conflicts as effectively as possible.

Steps for Resolving Conflict

Step #	Method	Specific Actions
Step 1	**Problem Identification**	Identify the opposing objectives that have led to the conflict situation.
Step 2	**Problem Diagnosis**	Diagnose the factors involved in the conflict. Analyze the behavior styles of the parties involved in the conflict.
Step 3	**Generate Alternatives**	Determine strategic ideas to improve or change the conflict behaviours and style.
Step 4	**Decision Making**	Compare the styles and decide which style provides the best alternative.
Step 5	**Tactical Planning**	Brainstorm some tactics or specific behaviours. Make a specific action plan as determined by the decisions made in Step 4.
Step 6	**Implementation**	Carry out the plan and follow-up regularly.

While these steps should lead to a solution for most conflicts, there may be times when the conflict isn't resolved. If that occurs, here are your alternatives:

If conflict isn't resolved and you have authority:

- acknowledge the person's right to differ
- explain your decision

If conflict isn't resolved and authority is equal or shared:

- thank the person
- ask,"Who might help?"
- end the discussion

Conflict Resolution Example

Betty has a problem with Bob, a co-worker who constantly interrupts her work with chit-chat, personal problems, etc. As a result, she fails to complete the books in time for the yearly audit. When you call her in to discuss the problem, she becomes angry and accuses Bob of "making her" too slow Now what?

Contact with Betty

1. Listen to Betty: acknowledge her anger without judging her. Don't rush her: she needs time to let off steam.
2. Stay calm and ask questions designed to lead Betty towards some possible solutions: communicate that you are concerned.
3. End the meeting by promising to discuss the matter with Bob.

Preparation for Contact with Bob

1. Get the facts: chat with other employees; review Bob's performance record to determine if he's getting his work done.
2. Plan for the meeting with Bob; determine possible solutions.

Meeting with Bob

1. Start on a positive note: "How's it going Bob? I sure appreciate your getting the planting done on time."
2. Clearly explain the problem without judging: nobody responds well to scolding.
3. Listen to Bob's assessment of the situation and ask questions such as: "Do you have enough work to do? Do you require more challenging responsibilities?" Quickly remove Betty from the discussion. Concentrate instead on how to make Bob more productive.
4. Arrive at a mutually agreed upon solution.
5. If Bob is a valuable employee and otherwise doing well, now is the time to tell him so.
6. Schedule a follow-up meeting: stress that the meeting will be to evaluate Bob's progress on a specific project, rather than to just make sure he's not "bugging" Betty.
7. Place written notes of the interview on Bob's file and share a copy with him. Note that these notes are not a letter of censure.

Disciplining

Disciplining is one of the least satisfying aspects of personnel management. You should therefore strive for self-discipline among your employees. If there has been careful recruitment of employees followed by a sound training program, and proper attention to human needs, discipline problems should be minimal. Nevertheless, disciplining an employee is needed on occasion.

The Goal of Discipline

An ounce of encouragement is worth a ton of censure.

Effective discipline is designed to prevent problems and encourage productive performance and behaviour, not to punish employees for making mistakes. Stress the use of discipline to produce positive changes.

In a typical week, you may encounter several situations requiring some kind of discipline. You will ensure the effectiveness of the disciplinary action you take by combining it with an awareness of the goals you are trying to achieve.

Situation	Discipline	Goal
A worker forgets to treat a sick cow; the cow dies.	Verbal *and* written warning	To convey the importance of the need for intensive care of sick cows.
A young picker starts a fruit-throwing fight after already receiving one warning.	Dismissal	To encourage responsible behaviour by the pickers.
A bookkeeper releases confidential information to a competitor.	Written warning	To stress the need for company loyalty.

Progressive Discipline

Howard Rosenberg who is an extension specialist from the University of California, tells the following story.

> *Ben Chavez was enraged. Not since his recent promotion from mechanic to shop foreman had he faced a situation quite like this, and he was not about to let it endanger his hard-earned reputation.*
>
> *"Alright, Sleeping Beauty," shouted Chavez at a startled George Walston, "get up and get out —for good. I should have figured you were grabbing a regular siesta back here just by looking at how little work you've been getting done out front. You'll have plenty of time to sleep now."*

Discipline means not always having to say "You're fired".

Howard Rosenberg

Ben's reaction to the sight of his man asleep on the job is understandable. But was it reasonable or defensible? More important, was it in the best interest of the ranch? To answer these questions we first have to ask other questions. What is Walston's record with the company? Is this the first time that he has stepped out of line? Has anybody else on the ranch ever been caught napping, and what happened to him? Is there an explicit disciplinary policy that specifies rules and penalties for violation?

While Chavez intended to rid himself of a problem employee, his troubles may have been only beginning. The summary dismissal of Walston may prompt:

1) the general manager to doubt Chavez's judgement
2) other shop employees to retaliate in subtle ways on Walston's behalf
3) Walston himself to file a legal compiaint against the ranch.

Chavez's position would be far less tenuous, however, if his decision in this incident were based on a written disciplinary procedure that had been clearly communicated and consistently applied in the past.

The progressive discipline approach defines exactly what actions occur as a result of unacceptable performance or behaviour. These actions escalate, depending on the number and severity of the offenses.

By imposing a systematic approach to discipline, you eliminate arbitrary decisions made out of frustration and ensure that each employee receives fair treatment. For the progressive discipline approach to work smoothly, each employee should receive written notice of the discipline levels at the time of employment.

Sample Procedure for Progressive Discipline

Steps	Examples of Offenses
1. Informal Discussion	**Minor**
(next occurrence)	Unauthorized absence from job Disputes with co-workers Foul or abusive language Inefficiency, incompetence, or negligence
2. Verbal Warning	
(next occurrence)	
3. Written Warning	**Moderate**
(next occurrence)	Gambling Careless or negligent use of property Failure to report without notice Failure to comply with written rules
4. Suspension	**Major**
(next occurrence)	Intoxication or use of drugs on the job Fighting on the job
5. Dismissal	Theft or wilful destruction of property Failure to report without notice for 3 days Gross insubordination

Communication with the Employee

When a discipline infraction occurs, you want to take action as quickly as possible.

Using a variation on the story about Chavez dismissing Walston for sleeping, let's suppose you've just found Joe Martin asleep on a bale of hay when he should have been grooming the horses. This is the second time you've caught him sleeping on the job and he's already received a written warning.

Here's how you might handle it.

Supervisor's Role	Specific Action
1. Match the behaviour to the discipline required. Review Joe's record and determine what outcome you expect.	Decide that you will remind Joe of the written warning and then suspend him for three days.
2. Ask Joe to meet with you *privately*. Adopt a non-judgmental attitude and begin with a question. Allow Joe to explain his position.	"I'm worried about your sleeping in the barn. Is your show jumping taking up too much of your spare time?"
3. Inform Joe of the corrective action required: suspension.	"Because you've already had one warning, I have to suspend you for three days. You know we just can't have the horses neglected."
4. As soon as possible, shift the discussion from the reprimand to positive suggestions for change.	"Can we think of a way of lightening your load? How about reducing your work hours and just have you do grooming? Sue could take over some of your other duties.Then you'll have more time for your show jumping."
5. Provide Joe with a written record of the incident. Include a description of the behaviour change expected and the consequences of another violation.	Ask Joe to sign the record to acknowledge the discussion and his awareness of future consequences.

Handling Dismissal in a Professional Way

Dismissal is the "capital punishment" of labour relations. It is the highest level of corrective action or punishment a company can impose on an employee and it must be approached carefully.

In recent years, managers who must consider dismissing an employee have been faced with the possibility of legal action if they do not handle the dismissal in a professional and fair manner.

Clear, written records provide your first defense against legal action. Document all the incidents leading to a dismissal and ensure it relates to your progressive discipline system.

Dismissal may be necessary as a result of discipline or the failure of the employee to live up to expectations and job requirements. Either way, use written documentation.

Before you dismiss an employee, evaluate the situation against the following checklist.

Dismissal Checklist

	Yes	No
Is the reason for dismissal work related?	—	—
Is there a policy or management order which sets standards of performance and behaviour?	—	—
Did the employee have knowledge of the policy and consequences? (The employer must be able to prove policies were communicated to employees, preferably in writing and personally acknowledged by the employee.)	—	—
Was the investigation of the infraction done fairly and impartially?	—	—
Is there evidence or proof of the employee's wrong doing? (Performance appraisals, record of discipline, witnesses to wrong doing, etc. are important).	—	—
Has the farm applied its policies uniformly to all employees?	—	—
Did the employee have written notice that such an offense would result in dismissal?	—	—
Was the corrective action related to the seriousness of the offense? (The employee spinning tires in the driveway is not cause for dismissal).	—	—

A "no" answer to any of these questions may mean you have not followed proper personnel procedures. Remember, the burden of proof is on the employer.

The Exit Interview

Dismissal is not the only reason an employee may leave your farm. Sooner or later every employee leaves.

The most pleasant type of termination is when a long-time trusted employee retires. Such a termination is usually based on the mutual agreement of the employer and employee.

Another type of termination is one that is employee initiated. When this is due to a better opportunity for the employee, it usually results in excitement for the employee and disappointment for the employer. On the other hand, if the employee is terminating because of dissatisfaction with the job, both the employee and employer may feel angry.

A third type of termination is where the employer initiates dismissal. Usually when an employee is fired, both parties harbour strong feelings of anger.

Regardless of the type of termination, antogonism can be reduced by conducting an exit interview.

An exit interview, properly conducted, can give an employer information about the climate within the company; company morale; and the attitude of employees toward their supervisors,management, and their fellow employees.

A properly conducted exit interview accomplishes a number of important things:

1. It provides information about how the job can be carried out more effectively. An employee usually has good ideas about how to improve things.
2. It provides suggestions for improved employee relations. An employee who is leaving is apt to be willing to talk about problems and concerns he or she saw in the workplace and may make suggestions for improvement.
3. It clears up misconceptions. Regardless of whether the termination is voluntary or forced, it is important that both parties clearly understand why the termination is taking place.
4. It reduces antagonism. An employee who is highly antagonistic toward a previous employer can be very costly to the business. First, there is the chance of the employee bad-mouthing the firm. Second, there is the chance of legal action based on wrongful dismissal or

labour law violation. Third, there is the chance of vandalism to your farm. Try to learn the source of the antagonism and reduce it if possible.

Exit Interview Guide

Build rapport with the resigning employee by asking non-threatening questions as follows:

1. Which responsibilities did you like most about the job? Which responsibilities did you like the least?
2. What did you like most about the department you were assigned?
3. What did you think about the way the manager handled complaints?
4. What type of working conditions are most conductive to your best productivity?
5. What do you see as the future of this company?
6. What impressed you about this company when you first accepted your position? Has this impression changed? If so, how? Why?
7. When you first joined the company, was your training helpful for what you were actually doing six months later.
8. What type of job are you going to? What are you looking for in that position that you feel is not present in this company?
9. What kind of work do you like to do best? Were you doing that kind of work in your job here?
10. What points would you want to make if you could tell top management how you felt about this organization?
11. How do you feel about the contribution you have made to this company?
12. Tell me what your feelings are about the benefit program offered by this company.

When you analyze the responses to the above questions, watch for patterns that may provide helpful information for the employee selection process. The responses may also provide suggestions for improvement in general organizational or personnel areas. A word of warning: don't be surprised if you get some negative comments.

Exit Interview Guide

Exit Interview Questionnaire

Confidential (when completed) To be destroyed when summarized and analyzed

Name*	Job Title
Department	Date of Hire
Date of Termination	

* If you do not wish to give your name, please indicate if you are male or female.

1. Reason for termination? (check one)

   (a) Leaving for another position ❒

   (b) Retirement ❒

   (c) Maternity Leave ❒

   Are you planning to return when your leave expires? ❒ Yes ❒ No

   (d) Return to school ❒

   (e) Other (briefly explain) _____

   _____

2. In general, were working conditions satisfactory? (check one)

   (a) All of the time ❒

   (b) Most of the time ❒

   (c) Some of the time ❒

   (d) Almost never ❒

   If your answer was (b), (c), or (d), please explain briefly: _____

   _____

3. Did you receive adequate instruction on how to perform your duties?

   ❒ Yes ❒ No

   If No, what improvements would you recommend? _____

   _____

Exit Interview Questionnaire Cont.

4. Did you find that your supervisor was reasonable in his/her requirements of you? (check one)

   (a) All of the time ❒
   (b) Most of the time ❒
   (c) Some of the time ❒
   (d) Almost never ❒

   If your answer was (b), (c), or (d), please explain briefly: _____

   _____

5. How would you describe your overall treatment by the ABC Company? (check one)

   (a) Fair all of the time ❒
   (b) Fair most of the time ❒
   (c) Fair some of the time ❒
   (d) Never fair ❒

   If your answer was (b), (c), or (d), please explain briefly: _____

   _____

6. How would you rate your salary? (check one)

   (a) Too high ❒
   (b) Fair ❒
   (c) Too low ❒

   If your answer was (a or (c), please explain briefly and state what you are using for a comparison:

   _____

7. Do you feel that you could earn more money with your present skills and abilities?

   (a) Probably yes ❒
   (b) Probably no ❒
   (c) I don't know ❒

   If your answer was (a) , please explain briefly: _____

Exit Interview Questionnaire Cont.

8. Was there any standard by which your supervisor evaluated your performance? Yes ☐ No ☐
   If Yes, did your supervisor make the standard known to you? Yes ☐ No ☐

9. Did the geographical area (or the office accommodation) in which you worked affect your decision to terminate? Yes ☐ No ☐

   If Yes , explain briefly: _____

   _____

10. Would you consider seeking employment in the future with the ABC Company? Yes ☐ No ☐

    If Yes, where? _____

    If No, why not? _____

    _____

11. Do you feel that the ABC Company provides sufficient advancement and promotional oppor tunities for employees in your occupational group? Yes ☐ No ☐

    If No , do you have any thoughts on how this situation could be rectified? _____

    _____

12. Was there enough information available in the Administrative Regulations and Departmental Procedures pertaining to your work? Yes ☐ No ☐

    If No , could you give some specific examples or your thoughts on how this problem can be solved?

    _____

    _____

13. Would you recommend the ABC Company as a possible source of employment? Yes ☐ No ☐

    If No, explain briefly:

    _____

14. Please use this space for any additional comments you have: _____

    _____

    Thank you for your assistance in completing this questionnaire.

References

The following sources were used in producing The Farm Employers' Handbook. These same sources are recommended for further reading if more information is sought.

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